Proposed Synopsis for Ph.D. Pre-registration Seminar

A Study of the Career Aspiration, Educational Interest and Academic Resilience among School Going Adolescents

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Submitted to

University Department of Psychology
Ranchi University, Ranchi (Jharkhand)
2025

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1.0 Introduction

State of the Art

The word adolescence is derived from Latin word "adolescere" meaning "to grow up" or "to mature". It is a period of transition between childhood and adulthood that involves a number of changes in body, mind, social perception, expectations etc. It is recognized as a phase rather than a fixed time period in the life of an individual. Thus, adolescence is characterized by turbulent changes in self and complex interaction with the environment. Adolescents, who are still in the development period are not just in position to express their abilities for the development of youth, behavior modeling, psycho-social learning etc., subsequently because of developmental period, they are also more prone to maintaining their level of career aspiration, identification of the educational interest and adaptability of academic resilience that could result in negative consequences in their progressive schooling academic life. In this specific period, school going adolescents seek to establish strong identity for themselves through the achievement of academic or career goals with the help of keeping career aspiration, educational interest and academic resilience. So, considering the importance of adolescents age group in the school setting, there is need to evaluate for educational research along with these contents. Therefore, current research will be conducted with an urgent focus on the school going adolescents on the area of career aspiration, educational interest and academic resilience.

Conceptual framework of the Study

Concepts of Career Aspiration

Aspiration is the familiar concept to the psychologist, educationists and others and having been the topic of extensive discussion and experimentation in this last quarter of the 20th century. The concept of level of aspiration was first of all introduced in 1931 by Dembo, one of Lewin's students, in the course of an experimental investigation of anger. Aspiration has been accepted as one of the important variables of the personality of the adolescents. It is the strong desire to achieve something high or great in life. It is a

longing to meet goals, targets or aims that one has set for oneself or to fulfill dreams that one has wished for.

Career aspiration play very important role in shaping study behavior among the school going adolescents. It boots academic motivation leading to improved academic excellence to the school going adolescents. This concept can be conceptualized from both the present and future scenario such as to identify and set goals for the future and, energetically involved in the present study behavior to those goals. Adolescence period is a vital stage to gain proper education at the provision of schooling for future careers and higher education. Adolescents move from school to the practical world to formulate their future career aspirations through selection of various subjects and courses of study that shape their future careers.

Definition of Career Aspiration

Brien (2001) defined career aspiration as "career aspirations are the desire to pursue higher education after high school, such as a four-year college, two-year college, or vocational school to increase career possibilities".

Hurlock (1967) define aspiration as "a longing for what is above one's achieved level with advancement on it as its end. In other words, aspiration means the goal an individual sets for himself in a task, which has intense personal significance for him or in which he is ego-involved".

Danziger & Eden (2006) refer "career aspiration as to construct embodying an individual's occupational identity and desired career goals. It is a collection of needs, drives and behavioral intentions that a person has in relation to potential career prospects".

Aspiration is ambition of an individual and in educational usage usually seen as academic, social or occupational and concerned with performance, prestige and status (Page & Thomas, 1977). Subsequently, the level of aspiration is a person's expectations, goals or claims on his own future achievement in a given task. On the other hand, career aspiration is a critical aspect of career development, influenced by various factors such as gender, educational background, intrinsic and extrinsic motivations, and socio-demographic variables. Understanding these influences can help in designing effective career development programs and interventions.

As the above explanation implies, level of aspiration is a form of self-motivation involving competition with one's past performance. When an individual is actively involved in a task, he sets himself a new standard or goal to achieve. He tries to gain excellence and attempts to do better than he did before, raising his goal in every new attempt. If he succeeds in reaching the level he expected to reach or if he attains a higher level than the expected one's, he experiences success which is not only satisfying him but also serves as a motivating force for further attainment. Adolescence is the time when individuals are more concerned about their future than any of other developmental phase. For adolescent's future aspiration can be conceptualized as the educational and vocational dreams, they have for their future work lives. School going adolescent's career aspirations are that one has set for themselves to reach a certain point in their academic or professional life. Career aspirations may vary from adolescents to adolescents and this is closely integrated into their dreams and it measures the strengthen of intention to be active in most subsequent areas.

Overall career aspiration plays an important role in the educational attainment of school going adolescents. So, the present research will be conducted with one of the important focus to learn about career aspiration and its relationship with the educational interest and academic resilience among school going adolescents.

Concepts of Educational Interest

Interest is a great motivating force that energizes educational learning and it has the potential to guide academic as well as career path of the school going adolescents. Similarly, Educational interest is intimately related with acquisition of knowledge understanding and skills of students which is forms on the basis of educational choices. According to the educational psychology, educational interest interpreted as a content of specific motivational variables that can be theoretically constructed and investigated. The assessment of the educational interest can help the school going adolescents in choosing educational goals and enable them to be realistic about their preferences.

Definition of Educational Interest

Kulshrestha (2016) defined interest "as a tendency to make consistent choices in a certain direction without external pressure and in the face of alternatives, i.e. it represents a tendency to select certain activities or things in preference to certain others"

Lowman (2003) states “Interests are relatively stable psychological characteristics of people which identify the personal evaluation attached to particular groups of occupational or leisure activity clusters”.

Subsequently, educational interest is also very much essential for academic success. It is very important for a school going adolescents to know which area of educational or academic interest would be suitable for him for academic success. In terms of that, the identification and measurement of educational interests is very essential for the school going adolescents in respect of the educational as well as academic setting. It means teachers, administrators and educational counselor should have a close watch on the interest of students from the very beginning of the life of the adolescents.

It is intimately related with acquisition of knowledge, understanding and skill which actually from the basis for his specified area of educational interests. It is usually happens, where no any counselling exist for the school going adolescents, that they show specified educational interest in such subjects for the study which have no or little relationship with their vocational goals and ambitions, as a result they get traumatic experience when they find that they have not prepared themselves for the profession which they wanted to enter.

Adolescents, who discover specified area of educational interest, are better prepared for satisfying professional careers. There are a large number of areas of educational streams in which their educational interest area determines to explore different kinds of professionalism by his parental education, local circumstances (rural & urban), level of aspiration, level of academic resilience, ethnicity school setting etc. At the same time it is very essential that school going adolescents choose specified subject carefully by their educational interest. It is very important to investigate educational interest among school going adolescents so as to render appropriate career-oriented advice to him or her.

So, the present research will be conducted on educational interest with an important objective to know the specified area of educational interest and its relationship with the level of career aspiration and academic resilience among school adolescents.

Concepts of Academic Resilience

Resilience has originated from the Latin word "resiliens". Psychologically resilient people are less affected by risk factors or negative events and they confront and attempt to overcome problems by producing effective and successful solutions rather than running away from them. So, the resilience is also known as "Psychological Resilience".

Definition of Resilience

Masten, Best & Garmezy (1990) defined resilience "as the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances".

American Psychological Association (2014) stated "Resilience as the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional and behavioral flexibility and adjustment to external and internal demands".

Hendriani (2017) stated "academic resilience is a person's ability to remain strong and resilient so that they are able to recover when experiencing negative emotions as well as difficult and stressful situations during the learning process".

Thus, the resilience is considered as the strength which is positively impactful to person's performance, health, achievement, well-being etc. and it is also associated with increased functional capabilities during the times of adversity. Moreover, academic resiliency is a persons' capability to maintain academic performance with the facing of adverse life stressors in the academic and educational setting. Academic resilient students are those who sustain high levels of achievement motivation and performance despite the presence of stressful events and conditions that place them at risk of doing poorly in school and ultimately dropping out of school (Alva, 1991, Martin & Marsh, 2006). Martin and Marsh (2006) refer resilience as to academic achievement despite a challenging or threatening circumstance in the educational process. It is a student's ability to successful deal with setbacks, stress and challenges in the academic setting or school life e.g. competing deadlines, exam pressure and stress, difficult school work (Fallon, 2010).

One of the most important problems that school going adolescents have to deal with is "academic and educational difficulties". Sometimes, they have to face some

difficulties while trying to achieve academic success. Everyday, they encounter academic and social problems in classrooms, homes and communities due to these challenges and pressure it may result into weak performance in their academic achievements and sometimes it may lead to drop out of education. Even, despite of these problems and difficult circumstances, there are some students who can adjust with difficulties and achieve high level of academic performance and success, because they believe that successful learning a product of effort and determination, not only ability. Those students are called academic resilient students. A student who is academically resilient will not easily give up when facing academic difficulties, this will make the student optimistic and think positively, even though he is experiencing academic difficulties (Latif & Amirullan, 2020). Thus, the academic resilience is a complex phenomenon, which enables an individual to succeed despite even facing adverse conditions and also it has a positive impact on engagement among school going students, means that higher the academic resilience, the higher the student engagement.

Overall, academic resilience is an important component for achieving academic success among school going adolescents. So, the present study will focus especially on the academic resilience among the school going adolescents with an important objective to analyze the level of academic resilience and its relationship with the educational interest and the level of career aspiration.

Review of the Literature

Studies related to Career Aspiration

Dangwal & Mitra (2024) studied of career aspiration and self-esteem among undergraduate students. The sample comprised 69 from 3rd year and 49 from 1st year undergraduate students. Career Aspiration Scale developed by Gregor & O'Brien (2015) and Rosenberg's self-esteem scale developed by Rosenberg (1965) was used to collect the data of the study. The findings of the study suggested that there was no relationship noticed between self-esteem and career aspiration. Moreover, gender played significant role in the self-esteem and career aspirations among undergraduate students at different years of study.

Maravi & Shukla (2022) investigated career aspirations of Chhattisgarh tribal and non-tribal adolescents with parental support. Total 1000 adolescents were participated in the study in which 500 each were tribal and non-tribal adolescents. Career Aspiration Scale developed by Anand (2013) was utilized for the assessment of the study. The result of the study suggested that career aspirations had higher in both tribal and non-tribal adolescents however, there were differences in their preferred career choices. Higher preference was shown in traditional and government jobs by tribal adolescents while professional and entrepreneurial careers preferred by non-tribal adolescents. Furthermore, result also showed that nature and degree of parental support differed between tribal and non-tribal adolescents.

Jakhar & Shori (2022) studied on career aspirations of adolescents in relation to parental encouragement. On the basis of random sampling technique 100 students elected for the study in which 50 each were girls and boys. Career Aspiration Scale developed by Rani (2017) and Parental Encouragement Scale developed by Sharma (1988) were used for the assessment of the study. The findings of the result suggested that adolescent boys and girls were same level of career aspiration so that there was no significant difference between boys and girls and there was no discrimination in parents' encouragement to their children. There was non-significant positive relationship between career aspirations and parental encouragement.

Sarkar (2021) studied on level of aspiration among male and female adolescents. Eight hundred (800) male and female secondary school students were selected by using random sampling method. Level of aspiration scale developed by Bhargava & Shah (1987) was used for data collection of this study. The result indicated that the impact of gender seem to be significant on the level of aspiration among the adolescents. Male adolescents were observed with high level of aspiration as compared to female adolescents.

Kedar & Vardhan (2021) investigated the level of educational aspiration and self-concept among adolescents. Random sampling technique was applied to select the 300 adolescents in the age group of 13-18 years in which 150 each were from government and private schools with division of 75 each girls and boys. Level of educational aspiration scale developed by Khan (1999) and self-concept questionnaire

developed by Saraswat (1992) were used for the study. The findings of the study revealed that there was slight difference in the level of educational aspiration and self-concept among adolescents. It further showed that girls participants had better level of educational aspiration than the boys.

Dar (2019) investigated the influence of academic streams on career aspiration of adolescents. Sample of 600 Kashmiri adolescents in which 300 each male and female participants was drawn from higher secondary schools and colleges. Career Aspiration Scale developed by O'Brien revised by Gregor & Brien (2016) was used to collect the data of the study. The result suggested that 17.83% of participants have shown low career aspirations, 58.33% falls in moderate level and 23.84% had high career aspirations. Significant difference was seen in the dimensions of career aspiration such as achievement aspiration, educational aspiration and overall career aspirations of adolescents with respect to their academic streams. There was no significant difference in leadership aspiration in respect of their academic streams.

Senthilselvam & Subramonian (2015) studied the level of aspiration among higher secondary students of Coimbatore district. Simple random sampling method was used to elect 150 higher secondary level school students in which 74 were boys and 76 girls. Level of education aspiration test developed by Rajagopalan & Baby Sudhi (2011) was administered for gathering the data. The result suggested that there was no significant difference in the mean score of aspirational level among participants with respect to their gender (male & female), locality (rural & urban), family type, parental monthly income, however significant difference was noticed in their co-curricular activities and parents' educational qualification among the participants.

Behera & Samal (2015) investigated on Tribal and non-tribal category as a factor in educational aspiration of secondary school students. For this purpose, 680 secondary school going students were selected from different sections of the school. The Mazumbder Educational Aspiration Inventory has been used for this study. The tribal and non-tribal were found as an important factor in setting educational aspiration. Non-tribal observed with high level of aspiration as compared to school going tribal students. Furthermore, this study indicated that, because of the association with the identity crisis, tribal school going students were more inclined towards their level of the aspiration.

Studies related to Educational Interest

Tron & Kharbirymbai (2021) aimed to study to present the relationship between educational interest and academic achievement of the secondary school students. The sample comprised of 300 on the basis of stratified random sampling for equal representation to gender and locale. Educational Interest Record tool developed by Kulshrestha (2016) was applied for assessment of the data for this study. The findings of the research revealed that there was negative relationship between educational and academic achievement. The significant difference was notices in the educational interest in terms of gender however no significant difference was notices among locales participants.

Kumari & Prasad (2020) studied on the development of general interest in adolescents. Total 80 samples elected on the basis of random sampling method in which 40 each male and female student were included for the study. Questionnaire of interest developed by Devid used for the study. The result indicated that 27.06% girls were interested in social service, 20.63% were literature, 16.62% were science, 15.62% girls were interested in sports. On the other hand, boys were interested 24.6% in sports, 21.9% in social service, 18.5% in science and 17.8% boys were interested in arts and literature. The impact of the age was also found in this study. 16-20 age group of girls were more interested in respective social service than boys at the same age.

Malsawmi, Khawlhring, Lalnunfeli & Lalchhandami (2019) conducted study on educational interest of secondary school students. The sample consisted 400 in which 220 males and 180 females selected on the basis of random sampling method. Educational Interest Record developed by Kulshreshtha (2009) was used for the assessment of the data. The result of the study indicated that the highest interest areas of these secondary school students was in fine arts and their least interest area was in technology. The result also showed that female students have higher interest in the area of fine arts and home science compared to the male students. Male students were also found to be more interested in the area of technology compared to that of female students.

Tiwari & Sattar (2018) studied on educational interest of higher secondary students of tribal dominated area of Chhattisgarh with reference to gender. 500 each male and female higher secondary students were consisted for this study. Education interest

record developed by Kulshrestha (2007) was used for the assessment of the educational interest. The findings of the study suggested that there was significant impact of gender on educational area of interest i.e. fine arts, home science, humanities and science respectively. There was no significant difference was observed in educational interest in agriculture, commerce and technology respectively. Furthermore, the result concluded that educational interest of female students in areas such as fine arts, home science, humanities and science had higher than male students and at par in areas such as agriculture, commerce and technology respectively.

Upadhyaya & Sisodia (2016) studied on interest of secondary school students in selection of subject and source of guidance. A sample of 100 students randomly selected from secondary school for this study. Educational interest test constructed by Shrivastava & Bansal (1985) was used to investigate the study. The findings revealed that 1.4% students were interested in home science, 6% in engineering, 8% in medical, 10% in commerce, 12% in humanity arts, 16% in science, 42% in fine arts and only 2% secondary school students were interested in agriculture. The overall result showed that students are interested in fine art and science subjects.

Tiwana (2016) conducted study on educational interest of 10^{th} class students in relation to gender and location. 200 students were elected for the study in which each 100 were boy and girl students, they further subdivided 50 each rural and urban background of students. Educational Interest Record tool developed by Kulsherstha (2005) was used to conduct the study. The major findings of the study revealed that male students had significantly higher level of educational interest in technology, commerce and agriculture as compared to female students. On the other hand, female students had significantly higher level of educational interest in home science and fine arts as compared to male students. Furthermore, urban students had significantly higher level of educational interest in science, technology, commerce and agriculture as compared to rural students. Male students of urban and rural groups had significantly higher level of educational interest in technology and commerce as compared to female students of urban and rural group. Male students of urban group had significantly higher level of educational interest in humanities as compared to female students of urban group. Female students of rural

and urban groups had significantly higher level of educational interest in home science and fine arts as compared to male students of rural and urban group.

Narang & Narang (2015) investigated educational interests of 10^{th} class students. 100 samples consisted for the study with the help of random sampling method from different schools of tehsil Abohar. Educational Interest record tool developed by Bansal & Shrivastava (1985). was used to collect the data. The result of the study showed that there was no significant difference in educational interest of adolescence in relation to their gender as well as locale.

Rai & Sharma (2014) studied on educational interest of CBSE and ICSE board students at secondary level. Total 90 samples comprised with the help of stratified technique. Educational Interest Record tool developed by Kulshreshtha (2005) was used to college the data. The result revealed that CBSE students had more educational interests than ICSE board, furthermore ICSE board students had more interests in fine arts whereas, CBSE students had more interest in Agriculture, Home science, Commerce, Humanities, Science and Technology.

Studies related to Academic Resilience

Dubey (2024) explored the role of academic resilience in the academic performance of higher secondary learners. The sample of 100 students drawn from government and private schools on the basis of random sampling method in which each 50 were boys and girls participants. Academic resilience scale developed by Malik & Kaur (2015) used to collect the data. The result of the study indicated that resilience influences the performance of the study. Boys were better than girls counterparts in their academic in terms of academic resilience.

Rasheed & Sultan (2023) studied on Overcoming obstacles: A study of academic resilience among male and female secondary school students. 140 samples were randomly selected for the study in which each 70 were male and female participants. Academic Resilience Scale developed by Mallick & Kaur (2016) was used for the assessment of the study. The findings of the study revealed that there was notable difference in academic resilience between male and female secondary school students. The result further suggested that female students tend to be more resilient than male participants.

Amzil (2023) investigated academic resilience and its relation to academic achievement for Moroccan students. 138 students in which 78 females and 60 males were participated in this study. Academic Resilience Scale developed by Cassidy (2016) was used to measure the resilience of the participants. The results revealed that most of the students demonstrated as resilient behavior. Participants, who were high achievers showed more academic resilience than low achievers. The result further suggested that there was no significant relationship between gender and level of studies in terms of academic resilience.

Urgur, Asici & Kocer (2023) aimed to explore the predictive roles of gender and self-efficacy on the academic resilience among adolescents. 346 adolescents consisted for the study in which 227 were girls and 119 were boys. Academic Resilience Scale developed by Martin and Marsh (2006) adapted into Turkish by Kapikiran (2012) was used for assessment of the participants. The findings of the study revealed that male adolescents achieved higher scores in academic resilience, social self-efficacy and emotional self-efficacy. The result further indicated that gender factor did not qualify as a significant predictor of academic resilience and in enhancing academic resilience the role of academic, social and emotional self-efficacy are significant predictors among participants.

Jan & Praveen (2023) studied on academic resilience among adolescent students. On the basis of simple random sampling method 476 students, in which 186 male and 290 female were included for the study. Academic Resilience Scale developed by Mallick and Kaur (2015) was used to measure the academic resilience. The result of the study revealed that there was average academic resilience among the participants however females performed higher than males in academic resilience.

Abubakar, Azil, Hashmin, Kamarudin, Latif et al. (2021) evaluated academic resilience and academic performance among undergraduate pharmacy students. Total 474 participants were included for the study. Academic Pharmacy Resilience Scale adapted by Chisholm-Burns et al (2016) was used to assess the participants. The findings of the study revealed that participant had moderate academic resilience. The score of academic resilience was varies significantly based on gender and year of study. Low relationship noticed between academic resilience and academic performance among the participants.

Singh & Khatiwora (2020) examined academic resilience among higher secondary students of missing community in relation to child rearing practice. Out of 120 sample, 60 rural girls and 60 urban boys have been taken for the study. Academic resilience scale developed by Mallik & Kaur (2016) and self-developed Child Rearing Practice Scale were used for the assessment of the study. The findings of the study revealed that there was no significant difference in academic resilience and child rearing practices between gender and locality. The result further suggested that variables of academic resilience and child rearing practices were not correlated.

Rao & Krishnamurthy (2018) examined the impact of academic resilience on the scholastic performance of high school students. The sample for the study was 125 students in 62 male and 63 female were chosen from urban public in north Bangalore. Bharathiar University Resilience Scale developed by Narayanan (2008) and David's Battery of Differential Abilities were used to collect the data of the study. The results revealed that there was no significant correlation between level of resilience and scholastic performance of students. There was no significant difference between girls and boys in respect to academic resilience and scholastic abilities.

Mwangi & Ireri (2017) investigated gender differences in academic resilience and academic achievement among secondary school students. 198 boys and 192 girls were included for the study. California Health Kids Survey developed by West Ed (2002) was used to collect data on academic resilience. The findings of the study revealed that there was a noticeable gender difference in academic resilience. The girls were found to be more academically resilient compared to the boys. The study also concluded that appropriate intervention programmer that targets the boys should be put in place in order to raise the resilience status of the boys.

Saverimuthu (2015) examined resilience factors among school youth in relation to gender and cultural lenses. 30 samples comprised for the study in which 17 male and 13 female were included for the study. Child and Youth Resilience Measure tool developed by Ungar & Liebenber (2011) was used to know the resilience of the participants. The findings of the study suggested there was no significant difference in global resilience between genders.

2.0 Problem to be investigated

The proposed study aims to explore the level of career aspiration, educational interest and academic resilience among school going adolescents in respect of gender (male & female), ethnicity (tribal & non-tribal) and place of residence (urban & rural).

3.0 Objectives of the Investigation and Motivation of the Research

Objectives of the Research

The following objectives have been formulated for the present study.

i. To find out the levels of career aspiration, educational interest and academic resilience among school going adolescents in respect to gender (male & female), ethnicity (tribal & non-tribal) and place of residence (rural & urban).

ii. To examine the impact of gender (male & female), ethnicity (tribal & non-tribal) and place of residence (rural & urban) on career aspiration, educational interest and academic resilience.

iii. To examine the inter-relationship among career aspiration, educational interest and academic resilience in relation to gender (male & female), ethnicity (tribal & non-tribal) and place of residence (rural & urban) of school going adolescents.

Motivation of the Research

The contents of educational interest, career aspiration and academic resilience in school setting are very linked in current scenario, especially for the adolescents age group. The adolescents age group is very critical era in which they make decisions to achieve their specific academic goals. Therefore, the motivation of the present study is very clear that school going adolescents how conceptualized by the career aspiration, educational interest and academic resilience. Furthermore, the present study will also be motivated by the findings as to how it will be helpful to academician, administrator and educational counselling practitioner.

4.0 Research Hypotheses

The following research hypotheses have been formulated for the present study.

i) There will be significant difference between male and female school going adolescents on the level of career aspiration, educational interest and academic resilience.

ii) There will be significant difference between tribal and non-tribal school going adolescents on the career aspiration, educational interest and academic resilience.

iii) There will be no significant difference between rural and urban residence of school going adolescents on the career aspiration, educational interest and academic resilience.

iv) There will be significant impact of gender (male & female), ethnicity (tribal & non-tribal) residence (rural & urban) on the career aspiration, educational interest and academic resilience.

v) There will be no significant inter-relationship among school going adolescents on the career aspiration, educational interest and academic resilience.

5.0 Research Design and Methodology

The Sample

The stratified random sampling method will consist to select the 240 samples from Hazaribag district of Jharkhand. The stratified factors of the sample will be based on 2x2x2 factorial design. The following stratified factors are:-

Gender: 2 (Male and Female)

Ethnicity: 2 (Tribal and Non-Tribal)

Residence: 2 (Rural and Urban)

Table I: The Process of Sample Selection & Sample design

Sample Design

Gender / **Residence**		Male		Female		**Total**
		Rural	Urban	Rural	Urban	
Ethnicity	Tribal	30	30	30	30	120
	Non-Tribal	30	30	30	30	120
Total		60	60	60	60	**240**

. **Variables**

Independent Variables: i) Gender

ii) Ethnicity

iii) Place of Residence

Dependent Variables: i) Career Aspiration

ii) Educational Interest

iii) Academic Resilience

Inclusion and Exclusion Criteria of the study

Inclusion Criteria

i) School going adolescents.

ii) Adolescents age group (12-19 years) educating up to 9-12th Std.

iii) School going adolescents of both genders (male and female).

iv) Government and Private school setting of the sample.

v) Co-operative school going adolescents who will give Consent.

Exclusion Criteria

i) Any physically impairment.

ii) Economic Status.

iii) Low level of career aspiration (Grade-F).

6.0 Sources of Data and Tools to be used in Collection of Data

Source of Data

The sources of the collection of the data will be taken from the school setting of school going adolescents of the hazaribag district. However, the information of the research chapetrization of the present study will be covered with the help of secondary resources such as books, journals, articles, newspaper, epaper etc.

Tools to be used in Collection of Data

I) Tools for Assessment

i) Personal Data Questionnaire.

ii) Career Aspiration Scale (Anand, 2014).

iii) Educational Interest Record (Kulshrestha, 2016).

iv) Academic Resilience Scale (Mallick & Kaur, 2015).

i) Personal Data Questionnaire: - This is self-prepared personal data sheets. It will contain about adolescents' information such as name, age, gender, ethnicity, school setting, education level, sample residence etc.

ii) Career Aspiration Scale: - This scale was developed by Anand (2014). This scale was used to measure the level of career aspiration between age group of 13-18 years studying in secondary and higher secondary school. This 5 point Likert's scale assesses the level of the career aspiration of the individual and the responses for scoring ranging from 5 for 'Strongly Agree' through 1 for 'Strongly Disagree. This scale consists 30 items scattered under the dimensions of Dedication, Motivation, Realization, self-confidence and Preparation. The maximum and the minimum scores of this Scale is 150 and 30 respectively. The reliability of career aspiration scale is 0.90 and validity of the scale is 0.95.

iii) Educational Interest Record:- This educational interest record was developed by Kulshrestha (2016). The purpose of this record is to aid students to adjust themselves to their education by making wise choices of the subjects of the study between age ranges of 13-18 years studying in secondary and higher secondary school. This record contains 98 educational subject/activities belonging to seven different educational interest areas such as Agriculture (AG), Commerce (Co), Fine Arts (FA), Home Science (HS), Humanities (HU), Science (SC) and Technology (TE). The maximum possible scores under each educational interest area are 14 and the minimum is zero. The reliability of educational interest record is 0.76 and validity is 0.78.

iv) Academic Resilience Scale:- This scale was developed by Mallick and Kaur in (2015). This scale is designed to measure the level of resilience for secondary and higher secondary students between the age range of 12-18 years. This scale has 52 items related to five dimensions of academic resilience such as Academic Confidence, Sense of well-being, Motivation & Ability to gets Goals, Relationship with Peers & Adults, Emotional Regulation & Physical Health. This scale has 41 positive and 11 negative type items and responses elicited on a Five point Likert scale which are i) strongly agree ii) agree iii) undecided iv) disagree and v) strongly disagree. The reliability of academic resilience scale is 0.85 and validity is 0.83.

7.0 Analysis of the Data

The statistical analysis of the present study will be done with the help of appropriate statistical methods like, percentage, t-test, correlation, ANOVA etc.

- Percentage value and Mean will be used to measure the career aspiration,

educational interest and academic resilience among gender, ethnicity and residence.

- ANOVA test will be applied to analyze the main and interaction effect of gender, ethnicity and residence on career aspiration, education interest and academic resilience of school going adolescents.
- t-test will be applied to differentiate the independent variables in terms of career aspiration, educational interest and academic resilience.
- Correlation will be used to determine the relationship among the dependent variables in terms of gender, ethnicity and residence.
- Graphical representation of the data will be done according to the result.

However, Other statistical methods may be applied as necessary at the time of data analysis.

8.0 Significance of the Study

School going adolescents are not mature enough to critically evaluate the present or upcoming situation arising due to happening novel or adverse circumstances around them. It is very necessary that school going adolescents should focus on their goals, keep maintaining their level of the career aspiration, awareness to the appropriate educational interest and should maintain their level of the academic resilience in the current scenario. So, the present study has its significance because of the valid study are still measurable to know the career aspiration, educational interest and academic resilience of school going adolescents in different aspects of socio-demographic variables like gender, ethnicity residential places etc. So, after this study conceptualization and applicability could be checked of these contents and will throw light further to the general groups of the population, moreover the educationist, academician, professionals, researcher will be familiarize from the result of the study.

9.0 It's relevance to the present-day problem and needs of the study

In the school setting, level of the career aspiration, awareness towards educational interest for the goal directed study or career and appropriate approach regarding the academic resilience are more important for multi-dimensional development of the adolescents. If any of these areas disturbs from any adverse circumstances, it diverts the significant development of the adolescents. In terms of that, there are extreme needs to

conduct the study and explore the data regarding the current scenario of the career aspiration, educational interest and academic resilience among the adolescents for the academician, educationalist, professional, researcher etc. So far, the present study is required, to evaluate the importance of career aspiration, educational interest and academic resilience among school going adolescents in terms of gender, ethnicity and residential places.

10.0 Contribution to the existing knowledge

The current study has been designed to evaluate the adolescents' level of career aspiration, awareness of educational interest and appropriate academic resilience in respect of gender, ethnicity and residential places. Furthermore, the result of the present study would be create the enlightening pathway for the academician, educationalist, professional, researcher etc. in the area of school setting as well as the higher education. From this study, the entire professionals including educational counselor can take advantages to manage the schooling students in their required areas or dimensions.

11.0 Future Work

Following the design of the present study, it can be carried out with the pre-adolescent group of school going adolescents, college going adolescents, adolescents from residential & non-residential school living adolescents, large group of adolescents etc. The study can be carried out to see the conjunctive approach of guidance and counselling and its feasibility with the same study design. Furthermore, the study can be conducted also to evaluate the more personality and psychological aspects with different categorical independent variables among the school going adolescents that determine his or her unique development.

Tentative Chapterization

Chapter 1: Introduction
Chapter 2: Review of Literature
Chapter 3: Methodology
Chapter 4: Result & Discussion
Chapter 5: Summary & Conclusion
References
Appendices

NOTE:- This synopsis is tentative, which may be modified depending upon the availability of cases, tools and other circumstances.

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